

# FOREARM PASS RUBRIC

## Grades 9 and 10

NAME \_\_\_\_\_ EVALUATOR \_\_\_\_\_ CLASS \_\_\_\_\_

**DIRECTIONS:** The hitter is to hit five tossed balls for each item below. The evaluator will place a circle around the item that best describes the hitter's performance.

CRITICAL ELEMENT	EXEMPLARY(+)	ACCEPTABLE( )	NEEDS IMPROVEMENT (NI)
<b>MOVEMENT TO BALL</b>	Arrives at spot before the ball and assumes the ready position	Arrives at the spot at the same time as the ball, no set position	Ball arrives before the player or player stands in place, no movement
<b>SET POSITION</b>	Feet/shoulder width/stride	Feet/shoulder width apart Stride most of the time	Feet too close/far apart Feet side by side
	Knees bent/body low	Knees bent	Bent at hips instead of knees
	Hands together/ thumbs parallel	Hands together/thumbs parallel most of the time	Hands not together/fingers interlocked/one thumb on top of the other
<b>CONTACT/ FOLLOW THROUGH</b>	Transfer weight forward upward at contact	Extend legs upward more than forward	No leg extension at contact or weight shift is backward away from the ball
	No follow through with arms Platform faces target	Arms swing slightly on contact; Platform follows ball	Arms overswing at ball; arms finish high
<b>TARGET ACCURACY</b>	Passes are high and hit to the target most of the time	Passes are high - some accurate/some not	Balls are hit low and frequently miss target area

List one item that you need to improve the most:

How are you going to change your technique to accomplish this goal?

**PROTOTYPE ASSESSMENT  
CONTENT STANDARD 2  
Grades 6-8**

**Invasion Game Check Sheet  
Basketball/Team Handball**

<b>MAINTAINING POSSESSION</b>	<b>RARELY</b>		<b>SOMETIMES</b>		<b>ALWAYS</b>
• DRIBBLES TO GET OPEN	1	2	3	4	5
• PROTECTS BALL WHILE DRIBBLING	1	2	3	4	5
<b>WITHOUT THE BALL</b>					
• CHANGES DIRECTION TO GET OPEN	1	2	3	4	5
• CHANGES SPEED TO GET OPEN	1	2	3	4	5
• BECOMES A GOOD TARGET FOR PASSER	1	2	3	4	5
<b>PASSING</b>					
• FINDS THE OPEN PLAYER	1	2	3	4	5
• USES APPROPRIATE PASS(ES) (BOUNCE, CHEST, OVERHAND)	1	2	3	4	5
<b>DEFENSE</b>					
• MAINTAINS POSITION BETWEEN PLAYER AND BALL/GOAL	1	2	3	4	5

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**CONTENT STANDARDS 1 and 2**  
**ILLUSTRATIVE TASK AND ASSESSMENT**  
**Grades 9-12**

### **Tinikling**

Students will choreograph and demonstrate a tinikling routine in groups of four to five that includes the basic steps of dancing and working with the sticks. Basic steps that must be included are: the toe, in-out (same side), out-in-out, straddle, and 360s and 180s. All students in the group must be included in both the dancing and sticking. Students choose the music they wish to work with. The routine must last for the entire song. The routine must be practiced and memorized without “freelancing.”

### **Criteria**

- Movements must be done to a four count. Do not change a move on an odd number.
- Each person should execute the same number of dance beats.
- Transitions from person to person should be smooth.
- Routines must include an introduction and ending.
- Sticks must be in rhythm with the music.
- Written choreography must be submitted to show the individual, the move and the number of beats.

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**CONTENT STANDARD 2**  
**ILLUSTRATIVE TASK AND ASSESSMENT**  
**Grade 12**

### **Game Strategies**

Organized games contain fundamental strategies that are common to sport forms. The main differences in these games are found in the rules, equipment and playing areas. The game concept, or fundamental strategies, remain constant and are visible to the trained observer and/or player. Students are to give a 10-15 minute presentation on an offensive or defensive strategy. Working in groups, students are to plan a presentation that includes a handout ensuring that others will understand the strategy.

This culminating task should follow a unit on game forms in which the emphasis has been on teaching offensive and defensive strategies. Students should use a game or sport not previously taught in this class.

The following essential questions need to be addressed in order to complete the task.

1. What questions need to be answered about the strategy and where can you go for assistance?
2. What does the group already know about this strategy?
3. Why is this strategy important to know and be able to do?
4. Why have you chosen this game or sport to have students demonstrate an understanding of strategy?
5. What other games or sports is this strategy applicable to or used in?
6. What steps will you take to complete the task? Define your group's action plan.

Assessment will be based on:

- written completion of the essential questions;
- peer evaluation;
- handout from group;
- group/self-evaluation; and
- use of resources.

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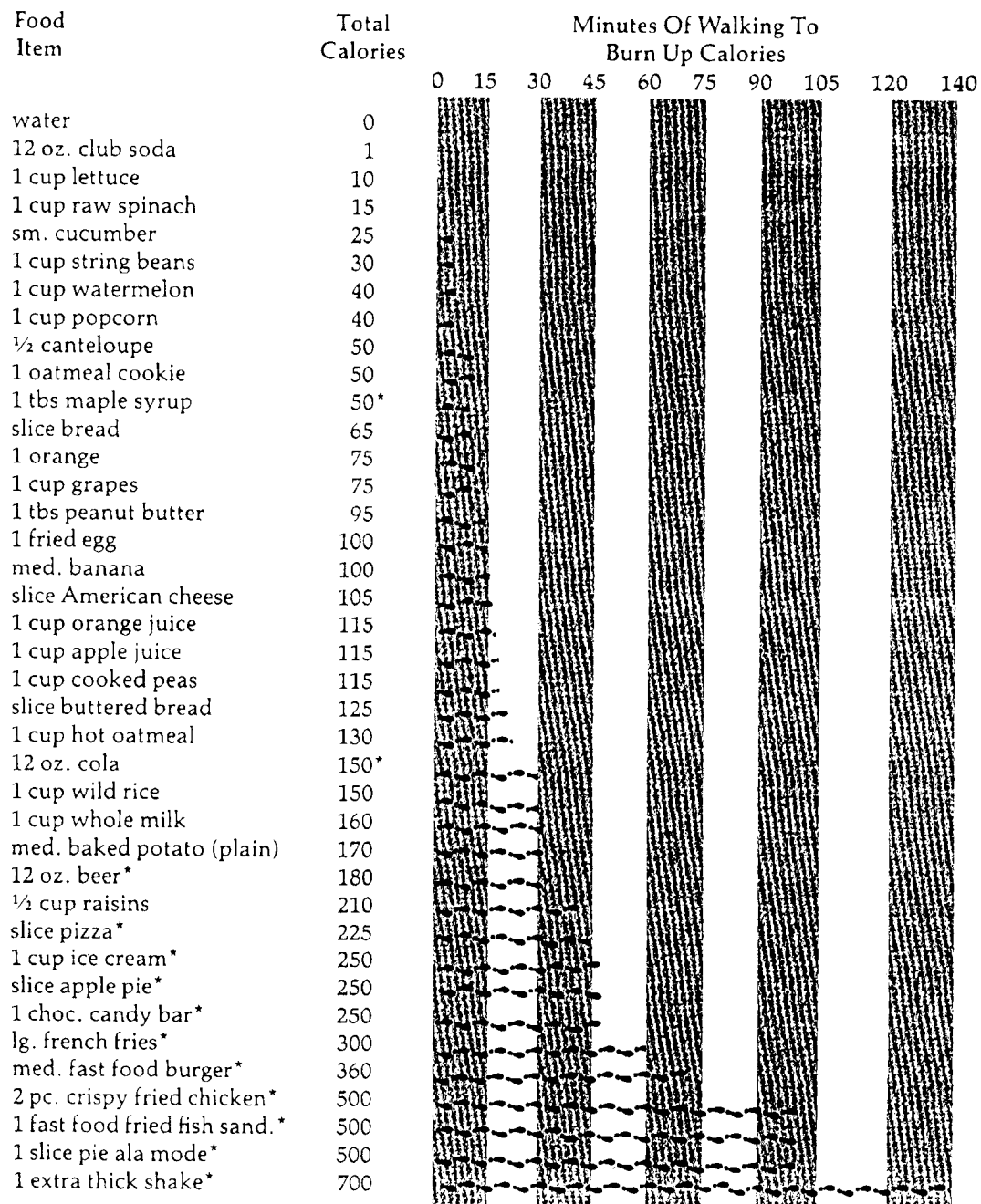
**CONTENT STANDARD 3**  
**ILLUSTRATIVE TASK**  
**Grade 1**

**Snack Walk**

Students will guess how long they would have to walk in order to burn off the calories they have eaten. Students are told to bring a “snack” for a mid-morning break. After eating their snacks students will draw a picture of the snack they ate. Students then begin walking around the gym until they think they have walked far enough to burn off the calories from their snacks. The picture is carried with them as they walk laps around the gym in a timed walk. When students stop, the teacher tells them and they write down how many minutes they walked. They then compare the actual times to their guesses. How far would a person have to walk to burn off a hamburger, fries and a milkshake (five hours)?

(Please use *The Walking Calories Chart* on page 38 as a guide for students completing this activity.)

## The Walking Calories Chart<sup>†</sup>



\*Poor diet choice due to either high sugar, high salt (sodium), high fat or alcohol content.

†Caloric values based primarily on USDA Agricultural Handbook Data and American Council on Science & Health Data.

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**ILLUSTRATIVE TASK**  
**CONTENT STANDARD 3**  
**Grade 4**

### **Jogging The Oregon Trail**

The MECC computer program, *The Oregon Trail*, simulates the problems of the people traveling the trail and the decisions they had to make. Students jog during every physical education class. The laps are added for each student, class and for the whole grade at the end of each week. Students log the distances run and transfer and equate mileage to the computer program. The next week, before each class starts jogging laps, five minutes of time is spent on the computer. The class travels the trail the distance that students ran the week before. Information is received and decisions have to be made by the class. The program presents problems and the class has to decide what course of action to take. The majority rules, and the class must live with its decisions. A wrong decision can cost money, property, time, food, health and sometimes even a life. How to make decisions and handle the consequences are discussed. This activity provides cardiovascular endurance, group problem solving and the integration of technology and cross-curricular activities.

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**ILLUSTRATIVE TASK**  
**CONTENT STANDARDS 3 AND 4**  
**Grades 7 and 8**

**Fitness Orienteering**

Students receive a topographical map of the school grounds. The map includes topographical symbols, e.g., rocks, trees and constructed objects, such as roads or ponds. Students receive basic instruction in map reading. Working in pairs, students must locate the stations identified. Students are told to pace themselves as they travel from station to station. Students attempt to locate as many stations as possible within the time allowed. The goal is to accurately locate all stations as quickly as possible. Students will demonstrate that they have been to each station by writing down a letter or symbol found at each station (or using a hole punch specifically designed for orienteering). The number of stations and distances can vary depending on students' fitness levels and the levels of orienteering proficiency. Compasses may or may not be used. A sample map is enclosed.



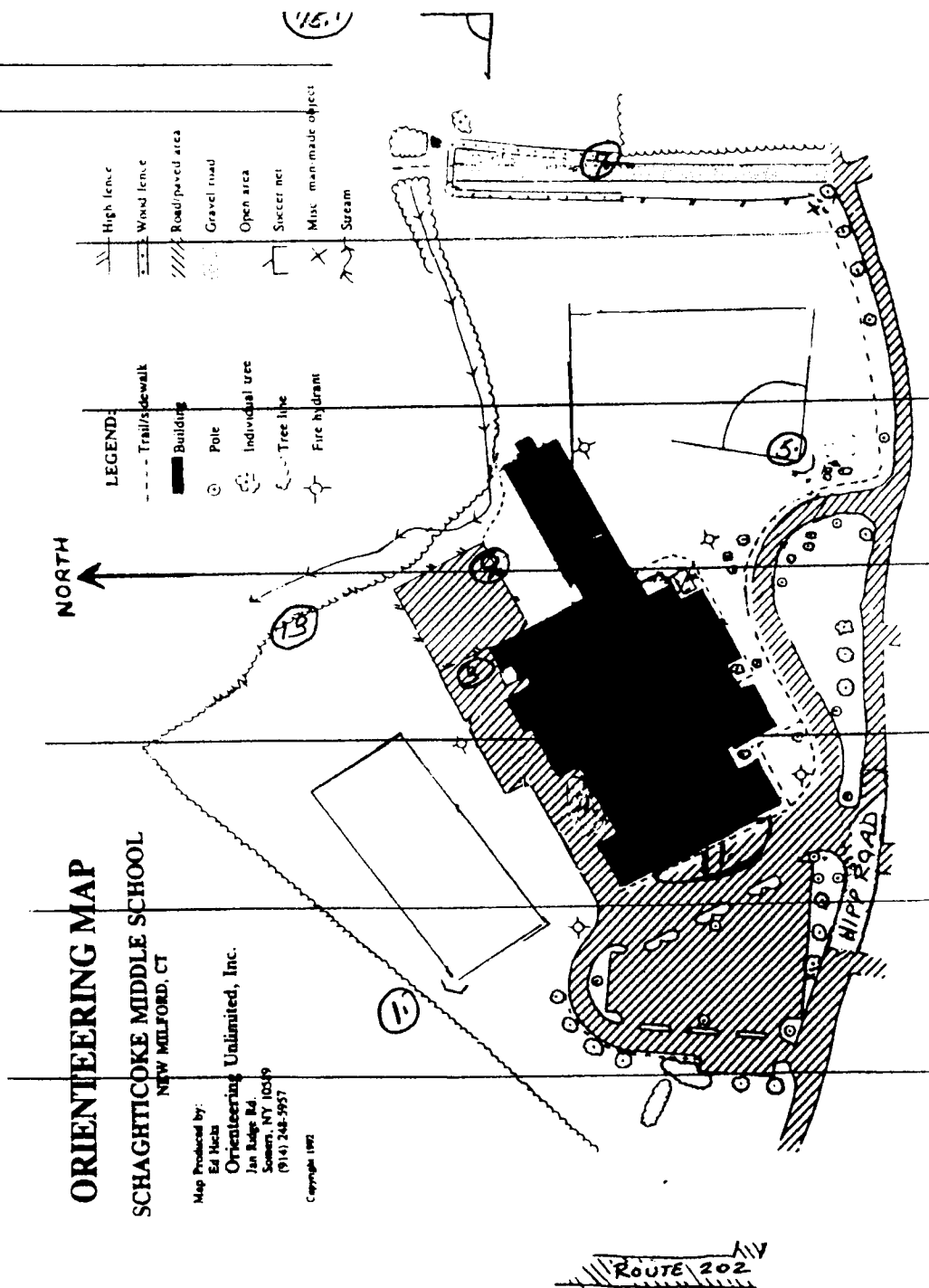
NAME: \_\_\_\_\_

TEAM: \_\_\_\_\_

**CHECK  
POINTS**

1.
3.
5.
7.
9.
11.
13.
15.

MAP. A



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CLUES - MAP A  
(write answers on front)

1. What large object lies here?
3. It receives your rubbish but don't be a fool remember to recycle, that's a wiser rule.
5. It's good to be first but getting home last is best.
7. It used to stand tall and come from afar now it just stands here stopping your car.
9. Dr. James Naismeth had something to do with this object.
11. Here you need never fear how many pillars hold up your school, so dear.
13. To the right spot you came Sherlock, but what is the name?
15. You do not need much power, skill and finesse will rule the hour.

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**CONTENT STANDARD 3**  
**ILLUSTRATIVE TASK**  
**Grades 9-12****Fitness Interviews**

Students will interview two adults and two teenagers who are currently engaged in some form of physical fitness program to gather information on how and why people incorporate fitness into their lives. Based on the interview students will:

- categorize the activities according to the components of health-related fitness (cardiovascular and respiratory efficiency, muscular strength and endurance, and flexibility);
- evaluate the activities in terms of each person's health needs, motor skills, personalities, attitudes, stress levels, and financial status; and
- decide the appropriateness of activities and make recommendations for the individuals based on the above criteria.

**Performance Assessment**

A student health fair is scheduled at your high school. You have been asked to construct a pamphlet promoting the benefits of participating in a personal fitness program that can be handed out at the physical fitness booth. The brochure should address the following issues:

- The primary risk factors associated with disease, disability and premature death. Differentiate between changeable and nonchangeable risk factors.
- The benefits of achieving optimal fitness and participation in a regular personal fitness program.
- The presentation of solid supporting arguments for lifelong fitness.

Don't  
worry.  
Be  
Happy.....



.....and  
physically  
Fit!!!

Welcome to the Physical Fitness Booth here at the student fair, right here in Joel Barlow High School. Now, most of you probably don't know the real meaning of what it is to be physically fit, and some of you probably don't want to know, but you should. If you want to live a long, healthy and enjoyable life, then you must be physically fit. You are probably thinking that you don't have to worry because when you step onto the scale or look into the mirror, you are satisfied, but being thin and weighing a reasonable amount is not the key to being physically fit. Your physical fitness is determined by the condition of your cardiovascular system, skeletal system, and percent of body fat. You must be able to perform every-day activities without strain. If you keep

**PHYSICAL  
FITNESS  
LOOKING  
GOOD,  
FEELING  
GOOD**

Student work exemplar on pages 44-47  
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in shape and take good care of your body, then you shouldn't have to worry, but there are some risk factors....

There are 4 Primary Risk factors of being physically fit of which 3 can be avoided or controlled. If you are looking for a good life then you should try to control certain risk factors associated with the disease, disability or pre-mature death. This is very important to do because many of the diseases start when you are a teenager so here are the most commonly identified

## RISK FACTORS

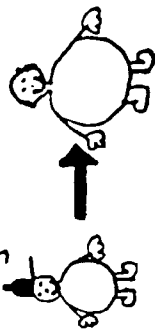
INACTIVITY - By being active, you reduce your chance of having heart problems compared to those who remain inactive.



OBESITY - Obesity is the excessive deposits of fat on

— 2 —

the body which puts a strain on your heart and circulatory system as well as other systems. Obesity starts as a child and as the child gets older they can't break the trend because they are having problems adjusting socially and emotionally.



HIGH BLOOD PRESSURE - This is caused by the stresses of homelife, schoolwork and the pressure you may feel from your friends. It is a major cause of heart and other circulatory problems.



SMOKING - Smoking is a major cause of negative health effects. It causes many problems in the circulatory and respiratory

— 3 —

systems. This is 100% controllable.



STRESS AND TENSION - unnecessary stress and tension can place a strain on the heart and circulatory system, and may lead to diseases of various types. Stress can lead to experiences of unusual fear, anger, doubt, and similar emotions which have a negative effect on the body.



SEX OF INDIVIDUAL - In the past males have had a higher rate of heart disease than females, but with more women entering the work force, being under tension and stress, the gap is narrowing. Smoking among women is also a factor.

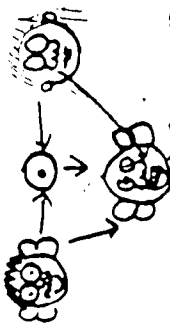


AGE - Although the risk of heart disease increases as you get older, you can do steps to reduce the risk of heart

— 4 —



HEREDITY - You usually inherit not only physical characteristics but also the same diseases.



### HIGH LEVELS OF CHOLESTEROL -

Fatty materials in the blood are directly related to cardiovascular problems.



Those are the nine most commonly identified risk factors. They're very important in order for you to keep in shape. The three risk factors that can not be avoided are: AGE, SEX, and HEREDITY, but you can control the rest.

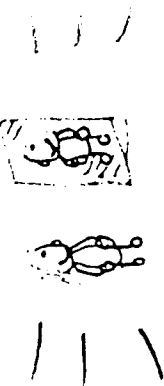
There are also many

## BENEFITS

— 5 —

### IMPROVED APPEARANCE -

Looking good is very important. Exercise and fitness help body weight, muscles, attractiveness, shape, and the way people feel about themselves.



### DEVELOP MUSCLE STRENGTH AND ENDURANCE -

males want to have well developed muscles while females want to have a well toned body. This improves personal appearance.



### IMPROVED BODY IMAGE -

Body image means the way you see and feel about yourself. It is just one part of self

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FEELING OF PERSONAL SELF CONTROL - Feeling little stress. if any, helps you to have greater feelings of self confidence.



MORE ENJOYMENT OF LIFE. Exercise provides relief from daily anxieties and it can have a refreshing, exhilarating effect on those people's lives who experience pressure and stress.



IMPROVED HEALTH - Physical activity beyond the daily routine is needed to also heart disease and other illnesses associated with

— 7 —

inactivity. Active people are healthier than those who are not.



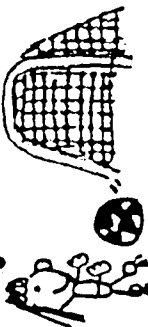
INCREASED LEVEL OF ENERGY-  
Being tired during the day may be the direct result of poor lifestyle habits like nutritional and rest habits. Appropriate exercise activities are a key factor in helping our bodies to function near an optimal level. Higher energy levels are the outcome of following an exercise program which prevents fatigue and allows us to enjoy our activities.



IMPROVED PHYSICAL PERFORMANCE- you will not fatigue as quickly, you will be able to play

-8-

longer, gain more skill, and be able to complete a school day, therefore having more success.



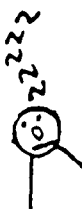
INCREASED SUCCESS IN SCHOOLWORK OR JOB - A  
Sound mind is a sound body. Increased fitness helps with Academic Achievement.



HELPS COPE WITH STRESS - A  
Good Exercise Program can be one of the most important methods of handling stress.



SLEEP BETTER - Exercise  
relieves tension which allows you to relax more so you can sleep quicker and soundly.



-9-

INCREASED LIFE EXPECTANCY - If you  
take care of yourself properly, then you have a better chance for a longer life span.



Physical Fitness  
Activities provide near immediate Benefits, both physical and mental. The physical benefits are all that goes with looking good, feeling good. The mental benefits include raised self-esteem, improved self control, and self-discipline.

You have a choice.  
The challenge of improving yourself is yours... Start Today!!

-10-

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**ILLUSTRATIVE TASK**  
**CONTENT STANDARD 4**  
**Grades 9-12**

### **I'm Responsible For Myself And Others**

Students are made aware of the five “levels” of personal and social responsibility, together with a definition of *responsibility*. These levels of responsibility are posted on the wall of the gym as a reference. During physical activity instruction, the levels are incorporated into experiences. Opportunities arise for individual decision making or group discussions to respond to situations that occur. At the end of each lesson students self-assess where they are. This can be a quick show of fingers for the corresponding level or something more formal such as a daily log with a check, or by circling the level that applies.

**Level 0 – Irresponsibility:** Behavior is disruptive, make excuses, blame others for my behavior; I physically and/or verbally engage in escalating conflict.

**Level 1 – Respect:** Respect is given for the rights and feelings of others; control personal behavior so as not to interfere with right of others to learn or the right of the teacher to teach. One of the rights is the right of everyone to be included and have opportunities to participate. When conflict arises I work to resolve it peacefully. (Respect can be displayed and yet it does not mean that the person is participating in the activity.)

**Level 2 – Participation:** Willingly engage in activity, learn and practice skills, accept challenges under the teacher’s supervision; I am actively involved in physical education class.

**Level 3 – Self-Direction:** Independent learner who is on task. I’m beginning to identify my own needs in physical education through assessment, appropriately setting goals and making and following through with plans. I am self-motivating and am able to work without constant supervision.

**Level 4 – Caring:** Outwardly extend the sense of responsibility beyond myself. Willingly cooperate, give support, show concern and help others in class. I make a positive contribution and assist with the learning and instruction of others.

### **Prototype Assessment**

At the end of the unit students will use the five levels of responsibility as they write a narrative reflecting on their own levels of personal and social responsibility. Discussion of the cumulative progression of responsibility that may or may not have been evident during the unit should be included. Students should give examples of the behaviors that brought about the decision as to which level they were at.



## ILLUSTRATIVE TASK CONTENT STANDARD 5 Grades 6-8

### Teaching About Gender Roles Through Dance

Students will learn and perform a line dance from another country. Two dances that work very well are "Troika," a Russian folk dance, or "The Black Nag," an English country folk dance. Students are told to get in longway sets of three couples. (Designation of men opposite women can be made or left optional, allowing anyone to be partners.)

1st Dance	2nd Dance	3rd Dance
(1)X   O	(2)X   O	O   X
(2)X   O	(3)X   O	O   X
(3)X   O	(1)X   O	O   X

After performing the dance in this original formation, couples will rotate positions in their set. After students experience this adaptation, couples will switch positions with their partners and perform the dance again.

Discussion and/or journal writing should then center on the following:

- What made it easy or hard to do the dance in a new role?
- After having been in the role of head couple (#1) how did you feel when someone else took on the role? Did you trust them to know what to do? Why? Did you assist them in any way? How?
- Did you confuse your new role with what you had done before?
- Are there other times in physical activities when there is an expected role men and/or women are expected to take on?

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**ILLUSTRATIVE TASK**  
**CONTENT STANDARDS 5, 4 and 2**  
**Grades 3 and 4**

### **A Game For Everybody**

Students are divided in random groups of four to five students. Each group is given a collection of three to four manipulatives, e.g., jump rope, juggling scarves, bean bags, Frisbees, nerf balls... Each group must design a game that includes all the students actively participating. One student must remain seated in a chair throughout the playing of the game. Prior to this activity students should have learned what is needed to design a simple game form, e.g., objective, boundaries, rules. Each group then will demonstrate and teach its game to another group. The game should be played several times. The person on the chair should be switched each time.

Students then should consider the following:

- How did you include the person on the chair?
- How did you feel when you were the person on the chair?
- Did everyone have an active role in the game?
- Could this game be adapted for people with other physical challenges?
- How could you include the person in the chair in a game of newcomb?

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**ASSESSMENT  
CONTENT STANDARD 6  
Grades 2 and 3**

### **Student Journal**

Student journals are made available at all times for writing entries. Possible inclusions in journals are open-ended writing, reflective questions regarding various aspects of the lesson, and group journals for team activities. Students are encouraged to write or draw in their journals at the end of physical education class, back in the classroom or as homework. At varying times during the year, based on the activity in class, students are given specific questions to which they are to respond in their journals. Examples include:

- How did you feel when you made a basket, kicked the ball really far or scored a goal?
- How did you feel when you missed the ball for a kick or a hit?
- What new activity did you learn? How did it feel when you first tried your new activity?
- What are your favorite activities in physical education? What do you like most about these activities?
- Did you help anyone in physical education class today? Explain.
- Did anyone help you? How?
- What skill do you feel you do best? Why?
- What skill do you need to work on? Why?

### **Criteria for Assessment**

1. The student identifies and expresses feelings associated with successes and failures.
2. The student is able to identify activities he or she enjoys.

## The "Wall"

When I first started school, I went to kindergarten at Ann Antolini School in New Hartford. I watched kids climb the "wall" and wondered what it would be like.

When I got to 3rd grade, I was afraid to climb it. I kept wanting to, but I was too afraid.

At the beginning of this year I made a goal for myself. I wanted to climb the wall. I have never done this before, so I wanted to try it. I was afraid of heights, so I hoped I could overcome my fears. The only way I could do this was to climb the "wall". I kept hesitating. I thought I should climb the wall today.

When I got to school today I was really scared. I tried to think of all the good things about climbing the wall. My parents, my friends, and classmates would surely be proud of me for climbing the wall. Even though I was thinking about the good things, I was terrified of falling if I tried to climb the wall.

As gym time got closer, I got more and more anxious. After I got there, I put on a harness and got in line. I kept letting people go in front of me. The whole time in line I wanted to chicken out, but what would my classmates think of me? Finally it was my turn.

I told Mr. Moore I had never done this before and "I'm scared as heck." Next I attached the caribiner with the rope attached to the harness. The other end of the rope would be held by Mr. Moore while I climbed in case I fell. I knew he would not let go of the rope, but I was afraid the rope might break. With everyone watching, I got picked up and put on the wall. I don't even remember who picked me up. I climbed the wall as fast as I could. When I was halfway up, I slipped. I grabbed a block and kept climbing. I couldn't think of anything when I almost fell.

When I got to the top I looked down. I got real scared and almost jumped off; but I was afraid to jump. I didn't want to get down. As I was sitting on the platform, Mr. Moore climbed up. I thought everyone was going to make fun of me, but surprisingly they were cheering me on. When Mr. Moore got to the top, he showed me how to repel down to the gym floor. First he repelled down and then I followed. I thought repelling down was real fun. I was glad to be on the ground again.

When I got down everyone congratulated me. I felt exceptionally well. I had finally defeated the "WALL!"

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**ILLUSTRATIVE TASK**  
**CONTENT STANDARDS 6 and 3**  
**Grades 5 and 6**

### **Physical Activity Calendar**

Students are given a monthly calendar. Activities are assigned each day, based on fitness concepts, that they are to do at home. Some of the activities should be individual exercises, while others should require involvement with a peer and/or family member. Students need to have each day initialed, showing their participation. Some days are left blank for students to fill in. Later, a completely blank calendar is given, and students are to complete it as a daily log of their physical activity. Examples of monthly calendars are shown on pages 54 and 55.

### **Assessment**

Students write a paper at the end of the month addressing the following guiding questions:

- Which activities did you enjoy the most? Why?
- What influenced your choices of activities?
- Were any of the activities in which you participated those you have not done before?
- What made some activities more challenging than others?
- Without this calendar would you have participated in these activities?
- Why do you participate in physical activity?
- How did others respond to participating in physical activity with you?
- Do your activities provide a balanced fitness program that addresses all fitness components? Give some examples.

### **Criteria**

#### **Level 1 - Hall of Fame**

The student's paper addresses all appropriate guiding questions.  
The student offers insightful interpretations and analysis of his or her activities.  
The student displays an appreciation for and an understanding of the concept.

#### **Level 2 - Honorable Mention**

The student's paper addresses some of the guiding questions.  
The student does not give details that show a conceptual understanding of or appreciation for physical activity.

#### **Level 3 - Rookie**

The student's response to the guiding questions is minimal and does not include any explanations. The student's response is irrelevant to the questions asked.

#### **Level 4 - Novice**

No response is given.



# FITNESS CALENDAR



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Has completed the above fitness activities for the month of \_\_\_\_\_

(Homeroom #)

(Child's Name)

(Parent/Guardian Signature)

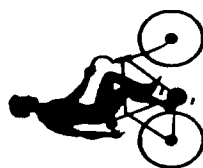
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Cherrybrook Elementary School, Canton, CT.



# Ann Antolini School

## FITNESS CALENDAR

September 1997



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Labor Day 30min continuous activity	2 1 min Wall Sit 30min continuous activity	3 10 Cross Overs 10 Modified Pull-Ups	4 10 Sit-ups 30min continuous activity	5 15 Alternating Toe Touches 10 Push-ups	6 10 Hurdler Stretches 30min continuous activity
7 20 Minute Family Exercise	8 5 Sit and Reach 1min Jog 2min Run	9 1 min Wall Sit 30min continuous activity	10 10 Cross Overs 10 Modified Pull-Ups	11 10 Sit-ups 30min continuous activity	12 15 Alternating Toe Touches 10 Push-ups	13 10 Hurdler Stretches 30min continuous activity
14 20 Minute Family Exercise	15 5 Sit and Reach 1min Jog 2min Run	16 1 min Wall Sit 30min continuous activity	17 10 Cross Overs 10 Modified Pull-Ups	18 10 Sit-ups 30min continuous activity	19 15 Alternating Toe Touches 10 Push-ups	20 10 Hurdler Stretches 30min continuous activity
21 20 Minute Family Exercise	22 5 Sit and Reach 1min Jog 2min Run	23 1 min Wall Sit 30min continuous activity	24 10 Cross Overs 10 Modified Pull-Ups	25 10 Sit-ups 30min continuous activity	26 15 Alternating Toe Touches 10 Push-ups	27 10 Hurdler Stretches 30min continuous activity
28 20 Minute Family Exercise	29 5 Sit and Reach 1min Jog 2min Run	30 1 min Wall Sit 30min continuous activity				

Make Family Fitness A Part of Your Daily Activity

Has completed the above fitness activities for the month of September, 1997

(Child's Name)

(Homeroom #)

(Parent/Guardian Signature)

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